



# WCC Strategic Planning

## *Information Resource Packet*

Learning Working Group

## Best Practices for Developing, Supporting, and Integrating Adjunct Instructors at Community Colleges

Title	The 5 Forms of Support Your Adjunct Faculty Need
Source	Academic Impressions
Link	<a href="https://www.academicimpressions.com/the-5-forms-of-support-your-adjunct-faculty-need/">https://www.academicimpressions.com/the-5-forms-of-support-your-adjunct-faculty-need/</a>
Description	5 recommendations to support adjunct faculty
Est. Length	2 pages

Title	What Types of Support Do Adjuncts Need?
Source	Faculty Focus
Link	<a href="https://www.facultyfocus.com/articles/faculty-development/types-support-adjuncts-need/">https://www.facultyfocus.com/articles/faculty-development/types-support-adjuncts-need/</a>
Description	Highlights practices to develop and incorporate adjunct faculty
Est. Length	2 pages

Title	Associate Faculty Certification
Source	Valencia College
Link	<a href="https://valenciacollege.edu/faculty/development/programs/adjunct/certificateProgram.cfm">https://valenciacollege.edu/faculty/development/programs/adjunct/certificateProgram.cfm</a>
Description	Provides description of certification Valencia College uses to recognize and reward adjunct faculty annually
Est. Length	3 pages

<b>Title</b>	<b>Best Practices for Supporting Adjunct Faculty</b>
Source	Higher Learning Commission
Link	<a href="http://cop.hlcommission.org/Learning-Environments/coburn-collins.html">http://cop.hlcommission.org/Learning-Environments/coburn-collins.html</a>
Description	Provides research and recommendations for colleges to support adjunct faculty
Est. Length	3 pages

<b>Title</b>	<b>Teaching, in Spite of Excellence: Recovering a Practice of Teaching-Led Research</b>
Source	Studies in Philosophy and Education
Link	<a href="https://link.springer.com/article/10.1007/s11217-017-9568-1">https://link.springer.com/article/10.1007/s11217-017-9568-1</a>
Description	Reconnecting this broader framework back to the teaching-research nexus, the article examines how this intersects with the dominant agenda of research-led teaching excellence, centered on the idea of the productivity of research, and outlines an alternative notion of teaching-led research, developed out of the work of Boyer and Walter Benjamin, within which teaching might continue, in spite of excellence.
Est. Length	14 pages

<b>Title</b>	<b>“Defining and Measuring Teaching Excellence in Higher Education in the 21st Century”</b>
Source	College Quarterly
Link	<a href="http://collegequarterly.ca/2015-vol18-num01-winter/decourcy.html">http://collegequarterly.ca/2015-vol18-num01-winter/decourcy.html</a>
Description	“The purpose of this paper is to examine higher education literature to explore frameworks/definitions and methods to define and measure teaching excellence and to investigate the usefulness of these performance measurement tools.”

Title	Defining Excellence: Lessons from the 2013 Aspen Prize Finalists
Source	Aspen Institute
Link	<a href="https://assets.aspeninstitute.org/content/uploads/files/content/docs/pubs/DefiningExcellence_2.pdf">https://assets.aspeninstitute.org/content/uploads/files/content/docs/pubs/DefiningExcellence_2.pdf</a>
Description	To administer the Prize each year, CEP gathers quantitative data about student success at the nation's community colleges and qualitative information about what is happening at institutions that are achieving high and/or improving levels of student success in four areas: learning, completion, labor market, and equitable outcomes. This guide is one of a series of publications through which the College Excellence Program will share what it has learned through the Prize's information gathering process.
Est. Length	20 pages

Title	The Heart of a Teacher
Source	Center for Courage & Renewal
Link	<a href="http://www.couragerenewal.org/PDFs/Parker-Palmer_The-Heart-of-a-Teacher.pdf">http://www.couragerenewal.org/PDFs/Parker-Palmer_The-Heart-of-a-Teacher.pdf</a>
Description	Reflection on the experience and techniques of teaching
Est. Length	15 pages

**Community Colleges Cultivating a Culture of Excellence**

Title	<b>Institutional Commitment to Teaching Excellence: Assessing the Impacts and Outcomes of Faculty Development</b>
Source	American Council on Education
Link	<a href="http://www.acenet.edu/news-room/Documents/Institutional-Commitment-to-Teaching-Excellence.pdf">http://www.acenet.edu/news-room/Documents/Institutional-Commitment-to-Teaching-Excellence.pdf</a>
Description	This paper encourages institutions to consider faculty development from a holistic perspective: creating a culture of excellence rather than focusing on the development of individual faculty members. Suggestions for data-driven faculty development practices, assessments, and measuring outcomes.
Est. Length	98 pages

Title	<b>Adjunct Professional Development Improves Teaching, Builds Community</b>
Source	Faculty Focus
Link	<a href="https://www.facultyfocus.com/articles/faculty-development/professional-development-for-adjunct-faculty-improves-teaching-builds-community/">https://www.facultyfocus.com/articles/faculty-development/professional-development-for-adjunct-faculty-improves-teaching-builds-community/</a>
Description	<ul style="list-style-type: none"> <li>• In an effort to connect adjuncts teachers to their department, Darlaine Gardetto and some of her colleagues created an adjunct professional development program focused on improving teaching based on Bloom’s Taxonomy during weekend seminars. The key to the success of this adjunct development is the participation of the full-time faculty.</li> </ul>
Est. Length	1 page

Title	Can We Create a Culture That Values Good Teaching?
Source	The Chronicle of Higher Education
Link	<a href="https://www.chronicle.com/article/Can-We-Create-a-Culture-That/146779">https://www.chronicle.com/article/Can-We-Create-a-Culture-That/146779</a>
Description	<ul style="list-style-type: none"> <li>This article reviews the Teagle Foundation grant initiative for universities attempting to shift the focus from publication to teaching excellence as the primary measure of faculty strength. The grant initiatives emphasize collaboration among institutions to create a community of practice where faculty work to strengthen teaching and learning in the arts and sciences in concert with peers from partner institutions who share their goals.</li> </ul>
Est. Length	5 pages

Title	Professional Development Issues for Community Colleges
Source	Association of American Colleges & Universities
Link	<a href="https://www.aacu.org/publications-research/periodicals/professional-development-issues-community-colleges">https://www.aacu.org/publications-research/periodicals/professional-development-issues-community-colleges</a>
Description	Highlights challenges to effectively develop staff, faculty and adjuncts, and ideas for structuring professional development at community colleges
Est. Length	4 pages

Title	The Center for Excellence in Teaching and Learning: A Faculty Development System
Source	United States Department of Education
Link	<a href="https://files.eric.ed.gov/fulltext/ED452922.pdf">https://files.eric.ed.gov/fulltext/ED452922.pdf</a>
Description	Discusses faculty programs at the Center for Excellence in Teaching and Learning at Parkland College, and presents course materials and evaluation forms.
Est. Length	30 pages

**Community College Program and Centers for Improving Instructional Quality**

Title	<b>Why Colleges and Universities Need to Invest in Quality Teaching More Than Ever</b>
Source	Association of College and University Educators
Link	<a href="http://acue.org/quality-teaching/">http://acue.org/quality-teaching/</a>
Description	In this paper, we discuss the body of literature that defines effective research-based teaching practices and demonstrates the strong positive role of high-quality teaching as a key factor in college persistence and graduation. We point out that tenure-track and adjunct faculty have a strong commitment to their work and want to improve their instructional practices. We present research evidence indicating that coordinated, systemic professional development efforts at the postsecondary level are related to improved student outcomes, including higher retention and graduation rates. We delineate the considerable costs associated with student retention, attrition, and delayed graduation
Est. Length	15 pages

Title	<b>“Seeking Better Student Outcomes? Start with Improving Instructional Quality”</b>
Source	Association of College and University Educators
Link	<a href="https://community.acue.org/blog/seeking-better-student-outcomes/">https://community.acue.org/blog/seeking-better-student-outcomes/</a>
Description	Discusses the critical need for colleges to focus on improving instructional quality to increase student success, particularly as reliance on adjunct faculty continues to grow.
Est. Length	2 pages

Title	<b>WORKFORCE PROGRAMS AS CENTERS OF QUALITY LEARNING</b>
Source	League for Innovation in the Community College
Link	<a href="https://www.league.org/innovation-showcase/workforce-programs-centers-quality-learning">https://www.league.org/innovation-showcase/workforce-programs-centers-quality-learning</a>
Description	Outlines the Workforce Education Implementation Initiative (WEIE) framework and how to implement WEIE tools to evaluate workforce instruction programs. Provides examples of impact using the WEIE framework to improve instructional quality.
Est. Length	4 pages

Title	Measuring Instruction in Higher Education
Source	Bill and Melinda Gates Foundation
Link	<a href="http://wtgrantfoundation.org/library/uploads/2015/11/Measuring-Instruction-in-Higher-Education.pdf">http://wtgrantfoundation.org/library/uploads/2015/11/Measuring-Instruction-in-Higher-Education.pdf</a>
Description	Twenty-two experts on education and the learning sciences convened to discuss a specific aspect of teaching and learning in colleges and universities—the measurement of instructional quality—to guide possible future initiatives by the foundations.
Est. Length	25 pages

Title	Unpacking Relationships: Instruction & Student Outcomes
Source	American Council on Education
Link	<a href="http://www.acenet.edu/news-room/Pages/Unpacking-Relationships-Instruction-and-Student-Outcomes.aspx">http://www.acenet.edu/news-room/Pages/Unpacking-Relationships-Instruction-and-Student-Outcomes.aspx</a>
Description	ACE commissioned this white paper as part of the Council’s collaboration with Strada Education Network to examine higher education instruction and assess the connections between quality teaching and student success.
Est. Length	24 pages



**Methods for Measuring Learning and Student Success in Advancing Education or Launching First Careers**

Title	Education Department Releases Final Debt-to-Earnings Rates for Gainful Employment Programs
Source	US Department of Education
Link	<a href="https://www.ed.gov/news/press-releases/education-department-releases-final-debt-earnings-rates-gainful-employment-programs">https://www.ed.gov/news/press-releases/education-department-releases-final-debt-earnings-rates-gainful-employment-programs</a>
Description	Release of the new debt-earnings rates from the Department of Education.
Est. Length	3 pages

Title	Community College Fact Sheet on Final “Gainful Employment” Regulations
Source	Association of Community College Trustees
Link	<a href="https://www.acct.org/files/Advocacy/ACCTfactsheet-finalgeregs.pdf">https://www.acct.org/files/Advocacy/ACCTfactsheet-finalgeregs.pdf</a>
Description	Association of Community College Trustees reviews the 2015 Gainful Employment Regulations.
Est. Length	2 pages

Title	New Federal Earnings Data
Source	Inside Higher Ed
Link	<a href="https://www.insidehighered.com/news/2016/11/18/education-department-releases-gainful-employment-data-vocational-programs">https://www.insidehighered.com/news/2016/11/18/education-department-releases-gainful-employment-data-vocational-programs</a>
Description	2016 review of reporting on Gainful Employment Regulations.
Est. Length	5 pages

<b>Title</b>	<b>Identifying Predictors of Credential Completion Among Beginning Community College Students</b>
Source	American Council on Education
Link	<a href="#">Insider Higher Ed News 2016/11/18 Link</a>
Description	2016 review of reporting on Gainful Employment Regulations.
Est. Length	5 pages

## Methods for Cultivating Feedback from Industry and Career Professionals

Title	Enriching the Ecosystem
Source	Harvard Business Review
Link	<a href="https://hbr.org/2012/03/enriching-the-ecosystem">https://hbr.org/2012/03/enriching-the-ecosystem</a>
Description	“Universities, venture creators, supply chains, labor markets, and job-training programs are less effective as economic agents when they operate in isolation. They’re more likely to contribute to shared prosperity when they’re networked—with smooth pathways that allow intellectual, financial, and human capital to flow to enterprises at every phase of development.”
Est. Length	12 pages

Title	A Toolkit for Building Successful Community College-Employer Relationships
Source	Brookings Institute
Link	<a href="https://www.brookings.edu/research/a-toolkit-for-building-successful-community-college-employer-relationships/">https://www.brookings.edu/research/a-toolkit-for-building-successful-community-college-employer-relationships/</a>
Description	“This toolkit offers practical advice on how community college leaders can take a deliberate approach to communication with potential partners in their community, including local businesses and industry leaders.”
Est. Length	21 pages

Title	A Resource Guide for Engaging Employers
Source	Jobs for the Future and Accelerating Opportunity
Link	<a href="https://www.accs.cc/default/assets/File/DPE_AED/Resources/WIOA/A-Resource-Guide-to-Employer-Engagement-011315.pdf">https://www.accs.cc/default/assets/File/DPE_AED/Resources/WIOA/A-Resource-Guide-to-Employer-Engagement-011315.pdf</a>
Description	Accelerating Opportunity seeks to change the way Adult Basic Education is delivered by putting students on track to earn a postsecondary credential and providing them with the support needed to succeed. The initiative targets workers who are underprepared for today’s demanding job market and builds on the legacy of JFF’s innovative adult education initiative Breaking Through, as well as Washington State’s I-BEST program.
Est. Length	26 pages

**Methods for Cross-Functionally Incorporating Soft Skills Across Disciplines and Programs**

<b>Title</b>	<b>5 Easy Ways to Integrate Soft Skills in your Class</b>
Source	Cambridge University Press
Link	<a href="http://www.cambridge.org/elt/blog/2015/10/22/5-easy-ways-to-integrate-soft-skills-in-your-class/">http://www.cambridge.org/elt/blog/2015/10/22/5-easy-ways-to-integrate-soft-skills-in-your-class/</a>
Description	Approaches to incorporating soft skills into English Language classroom
Est. Length	2 pages

<b>Title</b>	<b>That Special Something</b>
Source	Harvard Graduate School of Education
Link	<a href="https://www.gse.harvard.edu/news/uk/15/04/special-something">https://www.gse.harvard.edu/news/uk/15/04/special-something</a>
Description	Defines non-cognitive skills that college students need and employers require, and provides recommendations for colleges to support students
Est. Length	2 pages

<b>Title</b>	<b>Social – Emotional and Affective Skills Landscape Analysis: An Executive Summary</b>
Source	IMPAQ International
Link	<a href="http://www.impaqint.com/sites/default/files/project-reports/ExecSummary_Noncognitive_Skills_Jan2015_0.pdf">http://www.impaqint.com/sites/default/files/project-reports/ExecSummary_Noncognitive_Skills_Jan2015_0.pdf</a>
Description	“This executive summary presents a brief overview of the findings from a research project commissioned by the Bill & Melinda Gates Foundation to inform future investments in SEA skill development”
Est. Length	13 pages

Title	Bringing Soft Skills to the Forefront: How Higher Ed (and Continuing Ed) Must Adapt
Source	Evollution
Link	<a href="https://evollution.com/revenue-streams/workforce_development/bringing-soft-skills-to-the-forefront-how-higher-ed-and-continuing-ed-must-adapt/">https://evollution.com/revenue-streams/workforce_development/bringing-soft-skills-to-the-forefront-how-higher-ed-and-continuing-ed-must-adapt/</a>
Description	Describes need for, and recommendations to, colleges to develop soft skills in students
Est. Length	3 pages

Title	To Solve the Skills Gap in Hiring, Create Expectations in the Classroom
Source	The Chronicle of Higher Education
Link	<a href="https://www.chronicle.com/article/To-Solve-the-Skills-Gap-in/235206">https://www.chronicle.com/article/To-Solve-the-Skills-Gap-in/235206</a>
Description	Describes need for college classrooms to instill work ethic, punctuality, and time management in students
Est. Length	3 pages

Title	Students Need 'Soft Skills' courses as part of degrees
Source	Times Higher Education
Link	<a href="https://www.timeshighereducation.com/news/students-need-soft-skills-courses-part-degrees">https://www.timeshighereducation.com/news/students-need-soft-skills-courses-part-degrees</a>
Description	Argues for social and emotional skills to be incorporated into college curriculum
Est. Length	1 page

Title	Teach Soft Skills to Increase Student Success
Source	California Community Colleges
Link	<a href="http://www.cccspecialpopulations.org/Publications/SoftSkillstoIncreaseStudentSuccess.pdf">http://www.cccspecialpopulations.org/Publications/SoftSkillstoIncreaseStudentSuccess.pdf</a>
Description	Outlines methods and best practices to improve students' soft skills
Est. Length	3 pages

**Best Practices for Learning Support (Academic, Technology, Facilities, etc.)**

<b>Title</b>	<b>Connections by Design Students' Perceptions of Their Community College Experiences</b>
Source	Completion by Design, Bill & Melinda Gates Foundation
Link	<a href="https://www.wested.org/wp-content/files_mf/1371593031resource1268.pdf">https://www.wested.org/wp-content/files_mf/1371593031resource1268.pdf</a>
Description	Highlights “students’ ideas about their community college experiences as they related to several strategies for increasing college completion rates.” Includes ideas for best practices in college communication to students, orientation, student supports, instructional services and more.
Est. Length	20 pages

<b>Title</b>	<b>Focus on Learning: The Core Mission of Higher Education</b>
Source	League for Innovation
Link	<a href="http://www.jsu.edu/redballoon/docs/1O_Banion-Focus_on_Learning_Final.pdf">http://www.jsu.edu/redballoon/docs/1O_Banion-Focus_on_Learning_Final.pdf</a>
Description	Presents a brief history of college structures and instructional practices, and ideas for adapting these structures to improve student learning.
Est. Length	11 pages

<b>Title</b>	<b>A Matter of Degrees: Promising Practices for Community College Student Success</b>
Source	Center for Community College Student Engagement
Link	<a href="https://www.ccsse.org/docs/Matter_of_Degrees.pdf">https://www.ccsse.org/docs/Matter_of_Degrees.pdf</a>
Description	“This report describes a new phase of work at CCCSE that aims to contribute further to that growing body of knowledge about what works in promoting student success.”
Est. Length	30 pages

Title	What Works in Community Colleges: A Synthesis of Literature on Best Practices
Source	University of California, Los Angeles
Link	<a href="https://files.eric.ed.gov/fulltext/ED471397.pdf">https://files.eric.ed.gov/fulltext/ED471397.pdf</a>
Description	“This paper offers a synthesis of 27 community college issues derived from recent books, journals, and ERIC documents. It presents single-page statements that each include a research finding, comments, and references. The findings are divided into nine topics: administration and governance, faculty, student achievement and persistence, curriculum and instruction, enrollment management, school/business relationships and partnerships, student service and intervention programs, vocational education, and community college life.”
Est. Length	53 pages

Title	What Works in Remediation: Lessons from 30 Years of Research
Source	University of Hawaii
Link	<a href="http://www.hawaii.edu/offices/cc/docs/goal_a/What_Works_in_Remediation.pdf">http://www.hawaii.edu/offices/cc/docs/goal_a/What_Works_in_Remediation.pdf</a>
Description	Identifies most effective techniques for teaching remedial courses
Est. Length	12 pages

Title	The Post-Traditional Learners Manifesto Revisited
Source	American Council on Education
Link	<a href="http://www.acenet.edu/news-room/Documents/The-Post-Traditional-Learners-Manifesto-Revisited.pdf">http://www.acenet.edu/news-room/Documents/The-Post-Traditional-Learners-Manifesto-Revisited.pdf</a>
Description	Outlines research and explores methods and recommendations for policymakers and college leaders to better serve adult learners
Est. Length	23 pages

**Methods for Evaluating and Correcting High Enrollment Courses with High Rates of Non-Completion**

<b>Title</b>	<b>High failure rates spur universities to overhaul math class</b>
Source	The Hechinger Report
Link	<a href="http://hechingerreport.org/high-failure-rates-spur-universities-overhaul-math-class/">http://hechingerreport.org/high-failure-rates-spur-universities-overhaul-math-class/</a>
Description	San Diego State University restructured high-enrollment math courses to have a lecture and a lab component where students can engage in active learning practices with guided help.
Est. Length	10 pages

<b>Title</b>	<b>THE ARCHITECTURE OF INNOVATION System-Level Course Redesign in Tennessee</b>
Source	American Council on Education
Link	<a href="http://www.acenet.edu/news-room/Documents/The-Architecture-of-Innovation-System-Level-Course-Redesign-in-Tennessee.pdf">http://www.acenet.edu/news-room/Documents/The-Architecture-of-Innovation-System-Level-Course-Redesign-in-Tennessee.pdf</a>
Description	The primary purpose of this paper is to explore curricular innovation intended to improve student outcomes in developmental education and gateway courses in colleges and universities in Tennessee.
Est. Length	48 pages



## Other

Title	The Promises and Pitfalls of Measuring Community College Quality
Source	Russell Sage Foundation Journal of Social Sciences
Link	<a href="https://www.rsjournal.org/doi/full/10.7758/RSF.2016.2.1.08">https://www.rsjournal.org/doi/full/10.7758/RSF.2016.2.1.08</a>
Description	This paper explores the community college (institutional) effect on student outcomes in the nation's largest public two-year higher education system—the California Community College system by leveraging a unique administrative dataset that links community college students to their K–12 records in order to control for key student inputs.
Est. Length	16 pages

Title	Community Colleges and Student Success: Models for Comprehensive Reform
Source	Educause Review
Link	<a href="https://er.educause.edu/articles/2017/5/community-colleges-and-student-success-models-for-comprehensive-reform">https://er.educause.edu/articles/2017/5/community-colleges-and-student-success-models-for-comprehensive-reform</a>
Description	Reviews more than a decade of comprehensive reform models and explores barriers to success.
Est. Length	10 pages

Title	Leveraging Analytics in Community Colleges
Source	Educause Review
Link	<a href="https://er.educause.edu/articles/2015/9/leveraging-analytics-in-community-colleges">https://er.educause.edu/articles/2015/9/leveraging-analytics-in-community-colleges</a>
Description	This literature review, list of definitions, and resources provide a guide for community college leaders evaluating analytics for their institutional technology to promote student success. In the end, a technology strategy inclusive of analytics and combined with an unwavering focus on student achievement might prove an essential precursor to student success at all colleges.
Est. Length	8 pages

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